**Procedure for student supervision**

There are two key roles within student supervision: Practice Education, and Placement Supervision.

The role of the Practice Educator is to:

* Help the student link their university learning to practice within fortnightly supervision Gather evidence through observation, feedback , and case recording to ensure the student is having the right learning opportunities and is making progress.
* Carry out two formal direct observations.
* Write the final report and take responsibility for recommending a pass or fail to the university.

In real terms, they are the gatekeeper of the profession.

The Placement Supervisor’s role is to:

* Design the Induction programme, and give the student intensive support and training during the early part of the placement.
* Undertake fortnightly supervision, with a focus on case management
* Liaise with staff and managers in the team to ensure the student has access to opportunities for learning.
* Carry out one direct observation.
* Contribute to the final report

Both PE and PS attend the initial agreement meeting, the mid-point review meeting and the final review meeting.

In order to ensure that the PE and PS are well prepared for their roles, they need to attend training and undertake assessment that demonstrates that they meet the national Practice Standards for Practice Education (<https://www.basw.co.uk/system/files/resources/basw_105938-8_0.pdf>)

Within the new structure, it was envisaged that both roles would be fulfilled by the AP, and there are many advantages where this can happen; a highly capable and qualified practitioner is able to provide a high standard of supervision and assessment, and has the time within their role to do so.

However, at present this is not always straightforward:

* + Few APs are qualified at PEPs 2 standard
	+ Some APs have not previously supervised students, although they have considerable previous experience of supervision of staff or newly qualified social workers
	+ Some APs have no previous experience of supervision
	+ There are social workers/ senior social workers who are not APs, but who are capable of acting as student supervisors
	+ There are a few social workers who are not progressing to AP, but who have completed their PEPs 1 or PEPs 1 and 2, and wish to continue to supervise students and develop their skills in this area of practice.

After consultation with Barbara Neale, Senior Lecturer at the University of Gloucestershire, who is an expert in this area, the following transitional arrangements have been agreed for training and placements as a means of ensuring that Placement Supervisors and Practice Educators conform to the requirements of the universities that place students in GCC.

1. APs who have their practice supervisor’s award ( PEPs 1) award.

May Practice Educate and complete their practice Educator’s award (PEPs 2)

which includes an observation and assessment, and

4 days training on a University course: Jan 18, Feb 18, March 18, April 15

1. APs who have previous experience of supervision, but have not previously supervised a student

Need to complete the practice supervisors and practice educators courses , and complete the assessment for the Practice Educators award.(PEPS 2)

2 days supervisor course; 11th and 12th December, and 4 days Practice Educator training as above.

1. APs with no previous experience of supervision

Will be practice supervisors for this cohort of students. They need to complete the 2 day supervisor course as above, and the practice supervisor in- house assessment portfolio. An external practice educator will be allocated to the student in the team.

1. Social workers/ Senior social workers judged by their manager to be ready to undertake student supervision , and who are volunteering for this role
2. There will be a 3 way discussion between the manager, the practice learning organiser, and the prospective supervisor about the role to ensure the supervisor knows what they are taking on, and that agreements are in place to enable both caseload and student supervision commitments can be met.
3. The supervisor will complete the two day course above and the in-house assessment portfolio.
4. The student will either have an external practice educator or will be practice educated by the AP.
5. Senior Social Workers who have completed the supervisor’s ( PEPS 1) course and who are not progressing to AP , but who wish to progress to PEPS 2.

There will not be many people who fall into this category. Their progression to PEPs 2 will be at the discretion of their manager. If there is no AP in the team, or the manager considers that an extra student could be accommodated, then the decision may be made that the Senior Social Worker can practice educate a student in the team and undertake the PEPs 2 course.